Currambine Primary School
Kindergarten to Year One Operational Plan 2017 – Literacy / Numeracy

Business Plan Targets

Reading:
Year 3 Students to perform at or above the like school standard in Reading by 2019

Writing:
Year 3 Students to perform at or above the like school standard in Writing by 2019

Spelling:
Year 3 Students to perform at or above the like school standard in Spelling by 2019

Language Conventions:
Year 3 Students to perform at or above the like school standard in Punctuation and Grammar by 2019

Numeracy:
Year 3 Students to perform at or above the like school standard in Numeracy by 2019
Reduce the percentage of year 3 students in the bottom 20% of the Australian Mathematics distribution

<table>
<thead>
<tr>
<th>Strategies / Actions</th>
<th>Resources</th>
<th>TimeLine</th>
<th>Personnel</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td><strong>Listening &amp; Speaking</strong></td>
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<td>All staff</td>
<td>Staff feedback</td>
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<tr>
<td>• Use ‘I Tell it” visual prompts as per scope and sequence across K-1 classes for all speaking opportunities e.g. oral narrative, recount and persuasive texts</td>
<td>“I Tell it” visual prompts</td>
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<td>On entry data (PP)</td>
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<tr>
<td>• Develop speaking and listening opportunities connected with learning topics in class</td>
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<td>PM meetings</td>
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<td>• Implement strategies as per scope and sequence in K-1 classes in “I get it” and “I do it”</td>
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<td>• Plan using the Australian Curriculum and school mandated planning proforma</td>
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<td>• Teach using Literacy Block structure which must include a warm up, explicit instruction, guided practice, independent practice and a plenary</td>
<td>Literacy Expectation Document</td>
<td>Coaching Semester 1</td>
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<td>On entry data (PP)</td>
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<td>• Implement the English Year Level expectations in all classes</td>
<td>Year Level Reading Assessment</td>
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<td>Year Level</td>
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<tr>
<td>• Continue to develop and save in shared warm up resources with content as per Scope &amp; Sequence. Utilise previous year’s warm ups at beginning of year to transition children. Incorporate Cloze activities into warm ups each term</td>
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</table>
- All teachers to ensure success indicators are communicated at the beginning of each lesson – WALT & WILF
- Provide in class coaching to support implementation of explicit teaching and differentiation
- Implement systematic and synthetic phonemic and phonics instruction as per Spelling Scope and Sequence
- Implement strategies as per “I Get It” scope and sequence in differentiated guided and shared reading programs
- Continue to purchase Dandelion Readers to support synthetic phonics focus
- Pre Primary and Year 1 teachers to send home readers and sight words to practice from the beginning of the year. Kindy teachers to send home reading comprehension packages from the beginning of the year
- Ensure reading programs include specific vocabulary and fluency instruction
- Plan using Whole School English planning format – differentiation to be recorded on planning proforma
- Use a data wall to monitor the reading progress of individuals, groups and classes of students. Base this on PM benchmark data
- Use assessment data to interrogate student progress over course of year
- Implement Mini Lit interventions for targeted children
- Conduct assessments identified in the Literacy Profile/Assessment Policy
  - PM Benchmark Testing each semester (PP & Yr 1)
  - Phonics Reading Assessment each semester (Yr 1)
  - Sight Word Assessment Checklist each term (PP, K & Yr 1)
  - P.A. Screen each semester (PP & K)
  - Sounds and Names Checklist each term (PP & K)
  - On Entry Assessment in Term 1 Pre Primary
  - Speech Therapy Screener in Term 1 Kindy

Writing
- Teach using Literacy Block structure which must include a warm up, explicit instruction, guided practice, independent practice and a plenary
- All teachers to ensure success indicators are communicated at the beginning of each lesson – WALT & WILF
- Provide explicit writing instruction which includes content consistent with the writing scope and sequence
- Develop a vocabulary scope and sequence – introducing new words to students

<table>
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<tr>
<th>Synthetic phonics resources</th>
<th>Reading Eggs Licence</th>
<th>Guided Reading texts</th>
<th>“I get it” resources &amp; scope and sequence</th>
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<td>Data wall</td>
<td>PM Meetings</td>
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linked to guided and shared reading. Minimum number words 1/week (K), 2/week (PP), 3/week (Yr 1)

- Use whole school editing format in all written tasks
- Focus on the explicit teaching of the key features of each writing form/genre. Use “I Tell It” icons as per scope and sequence. Start with the oral language moving into the written
- Focus on explicit teaching of emotional reactions, causal links, resolutions (macro) & adjectives, adverbs & direct speech (micro) as per feedback from WCLDC analysis
- Model writing every day with explicit instructions and clear outcomes
- Plan using the Australian Curriculum and school mandated planning proforma
- Continue to develop warm up resources with content as per Literacy Expectations Document. Warm Ups to be saved in folder on Staff Shared.
- Develop a set of differentiated checklists for children to use to goal set and assess own writing
- Conduct assessments identified in the Literacy Profile/Assessment Policy
  - Moderated Writing Assessment each term Year 1
    - Term 1 – Recount
    - Term 2 – Procedure
    - Term 3 – Narrative
    - Term 4 – Persuasive Writing
  - Moderated Writing Assessment each term Pre Primary
    - Term 1 – On Entry Reading Response
    - Term 2 – Recount
    - Term 3 – Recount on dotted thirds
    - Term 4 – Reading Response
  - Moderated Writing Assessment each semester Kindy
    - Term 2 – Recount
    - Term 4 – Recount

**Spelling, Grammar and Punctuation**

- Provide spelling instruction on a daily basis as part of the Literacy Block and ensure the instruction is explicit and consistent with content in the spelling scope and sequence. Year 1 15 mins/day; PP 10 mins/day
- Provide explicit grammar and punctuation instruction according to scope and sequence and linked to writing programs
- Differentiate spelling according to student need

| “I Tell it” visual prompts & scope and sequence | 10 days TR for in-class coaching | Assessment Data
| PM meetings |
| Literacy Expectation Document | Coaching Semester 1 | All staff
| Spelling | Staff feedback |
| Easy mark | Spelling & Grammar (Year 1) |
- Continue to develop specific spelling and grammar warm up resources with content as per Literacy Expectations Document. Warm Ups to be saved in folder on Staff Shared.
- Provide in class coaching in explicit teaching to support its implementation
- Conduct Spelling Inventory assessments as identified in the Literacy Profile/Assessment Policy

### Mathematics

- Implement Mathematics expectations documents across all classes
- Plan using whole school planning proforma that includes differentiated planning for the top and tail
- Teach using Numeracy Block structure which must include a warm up, mental mathematics, explicit instruction, guided practice, independent practice and a plenary
- All teachers to ensure success indicators are communicated at the beginning of each lesson – WALT & WILF
- Revise warm ups to ensure they reflect a range of content over the year all year, differentiate and provide opportunities for Recite, Recall, Apply
- Review year level overviews to ensure the content to be covered each term is challenging for all students
- Review all numeracy content blocks to ensure they are challenging for all students
- Develop a school based monitoring tool and data wall for moderation and measurement of student outcomes
- Teachers will utilise the Mental Mathematics Scope and Sequence to guide content and strategies to be treated. For fluency practice teachers will deliver 2 x “Mad Maths Minutes” sessions and 2 x “Mental Mind Muncher” sessions per week
- Enhance explicit teaching practices to include success indicators, explicit modelling and scripting, checking for understanding, behaviour specific feedback and effective plenary session. Provide in class coaching to support its implementation
- Utilise short, sharp, explicit teaching points for numeracy concepts at intermittent times during the day & transitions to maximise exposure
- Ensure consistency of practice in relation to Numeracy using class visits and observational checklists
- Focus on mathematical vocabulary - utilise different language to ask the same question when posing number stories e.g. “how many more than…” (K-1)
- Create opportunities to move from concrete to abstract (Yr 1)

| Rules Charts | First Steps In class coaching – (10 days TR) | Coaching Semester 1 | All staff feedback Easy mark Maths (PP/Yr 1) Monitoring Tool Data On Entry (PP) Content Block data PM Meetings |